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ABSTRACT

Designed to identify the effects of federal and state legislation on community colleges and, specifically, on Florida Community College at Jacksonville (FCCJ), this two-part paper provides a summary of provisions of House Resolution (HR) 1617, a bill to reform the nation's workforce and career training efforts, as well as a review of the 1996 session of the Florida State Legislature. The first part provides information on HR 1617 related to the following: (1) an overview, indicating that it would consolidate over 114 existing programs into a single block grant, allow states more flexibility, establish separate authorization for the Job Corps program, and establish separate authorization for museums and libraries; (2) the federal role in training efforts; (3) provisions for performance accountability; (4) the state role in training; (5) the identification of eligible training providers; (6) the local role in training; (7) the planned distribution of funds; and (8) the creation of an Institute of Museum and Library Services. The second part summarizes the effects of actions taken by the Florida Legislature during 1996 on FCCJ, describing general education funding, performance based budgeting, 1996-97 appropriations, summer 1996 legislative studies, and substantive bills that passed during the session. The Workforce Florida Act of 1996, tables showing economic and educational trends in Florida, a description of welfare reform in Florida, and a list of important characteristics of community college leaders are appended. (TGI)

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Welfare/Workforce: Community College Application

By

Susan M. Lehr
Legislative Liaison
Florida Community College at Jacksonville

Paper presented at "Righting the Standard: a National Conference on Education and Community," sponsored by the American Association of Women in Community Colleges and the National Institute for Leadership Development (Scottsdale, AZ, June 27-29, 1996).

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LEARNING OBJECTIVES

for

National Issues: A Local Perspective

Presenter: Susan Lehr

Florida Community College at Jacksonville

Saturday, June 29, 1996, 9:00 AM - 10:30 AM.

At the conclusion of the presentation, participants will be able to:

1. Identify national themes that directly impact community colleges.
2. Identify key components of proposed federal laws (Welfare Reform and Work Force Development) which directly affect community colleges.
3. Identify key components of state laws which implement education block grants and directly impact community colleges' funding and policies.
4. Identify strategies to increase legislative support, influence positive policies and increase funding for community colleges.
5. Identify at least three tasks that can be done to increase policy makers' support for their college.

WELFARE REFORM: KEY CONCEPTS

- Abolish welfare -- it is a failure
- Time limits on benefits
- Able-bodied must work
- Vocational training-up to 12 months
- 20% limitation on state caseload and training
- Teen mothers must live with an adult, stay in school
- All who receive must be in a "work activity"
- Strong sanctions for states who don't meet participation rates required for work activity
- Incentive funds to reduce illiteracy
- Support services including child care

Workforce and Career Development Act of 1996

The following is a summary of the staff conference agreements on HR 1617 now pending before Congress. Issues that are still unresolved are identified as "Member Issues." This document was prepared by Susan M. Lehr, Legislative Liaison, Florida Community College at Jacksonville from materials provided by Congressional staff to the National Governors' Association and Lynda Davis, Davis O'Connell, Inc., Washington D.C. (As of 6/15/96)

I. OVERVIEW

A. The legislation would:

1. Consolidate over 114 (some programs still outstanding) existing education, employment and training programs into a single block grant to States, divided between 4 distinct functions: vocational education; adult education and literacy; at-risk youth; and employment and training activities. A flex account in each State will be allocated among any of the 4 above-listed activities. (Percentages for each of the activities listed above, and the flex account are outstanding for Members' determination.)
2. Amend the Wagner Peyser Act to --
 - a. allow States more flexibility in integrating employment services with employment and training activities under the block grants, and
 - b. consolidate current labor market information (LMI) provisions and provide for increased input from States and localities in the LMI system;
3. Establish a separate authorization for the Job Corps program that increases accountability for the Job Corps program, and provides for the closure of the 10 lowest performing centers;
4. Amend the Vocational Rehabilitation Act to better coordinate it with the workforce and career development system;
5. Establish a separate authorization for Museums and Libraries; and

B. Authorization Levels: Members' Issue.

II. FEDERAL ROLE

- A. At the national level, the Secretaries of Education and Labor would establish an interagency agreement for administration of the single block grant to States (details of this process are still outstanding).
- B. The Secretaries would collaboratively:
 1. allot funds;
 2. receive and review State plans (the issue of plan approval is a Members' issue);
 3. carry out national activities;
 4. issue regulations; and
 5. carry out duties relating to accountability.

- C. National Activities. The Secretaries would carry out certain national activities which include: research; program assessment and evaluation; demonstrations; dissemination of information and best practices; and technical assistance.
- D. National Activities Authorizations. These national activities would be separately authorized (separate from the actual block grant to States) with authorized levels as follows:
 - 1. Research \$15 mil.;
 - 2. Assessment and Evaluation \$15 mil.;
 - 3. Demonstrations, Dissemination, and Technical Assistance \$30 mil.
- E. National Programs. The Secretaries would jointly administer employment and training programs for Native American, and Migrant and Seasonal Farmworkers -- funded from a percentage taken off the top of the block grant.
- F. Emergency Assistance (for Dislocated Workers and Disasters) and Incentive Grants. A percentage of funds (approximately \$300 mil.) would be held off the top of the block grant to provide emergency assistance grants (for dislocated workers/disaster assistance), and for incentive grants. Emergency assistance grants would be administered by the Secretary of Labor. Incentive grants would be jointly administered. (Funding for this program could also be separately authorized, rather than taken as a percentage off the top of the block grant, pending such a Member determination).

III. PERFORMANCE ACCOUNTABILITY

- A. State Goals and Benchmarks. Each State receiving a workforce and career development block grant would be required to establish its own goals and benchmarks for performance, that continuously improve over the bill's 5-year period.
- B. Goals. Each State receiving funds is required to design a statewide system that will:
 - 1. meet the goal of assisting participants in obtaining meaningful, unsubsidized employment; and
 - 2. meet the goal of enhancing and developing more fully the academic, occupational and literacy skills of all individuals within the State.
- C. Benchmarks. Each State receiving funds is required to establish its own benchmarks. Benchmarks are broken down into 3 categories; Employment; Education; and Populations.
 - 1. Employment Benchmarks. To be used at a minimum, to measure the success of Employment and Training Programs, and where appropriate At-Risk Youth, and Adult Education and Literacy Programs as follows:
 - a. Placement in unsubsidized employment of participants;
 - b. Retention of the participants in unsubsidized employment 12 months after completion of the participation;
 - c. Increases in earnings for the participants or in earnings in combination with employer-assisted benefits; and

- d. Attainment by the participants of industry-recognized occupational skills where appropriate.
 - 2. Education Benchmarks: To be used at a minimum to measure the success of Vocational Education, At-Risk Youth, and where appropriate, Adult Education and Literacy programs as follows:
 - a. Attainment of challenging State academic proficiencies;
 - b. Attainment of a high school diploma or a G.E.D.;
 - c. Attainment of industry-recognized occupational skills according to skill proficiencies for students in career preparation programs;
 - d. Placement, retention, and completion of postsecondary education or advanced training, military service, employment, or qualified apprenticeship; and
 - e. Attainment of the literacy skills and knowledge adults need to be productive and responsible citizens and to become more actively involved in the education of their children
 - 3. Population Benchmarks: Benchmarks to measure the progress of States toward meeting the employment and education goals for population including at a minimum:
 - a. low income individuals;
 - b. dislocated workers;
 - c. at-risk youth;
 - d. individuals with disabilities;
 - e. veterans; and
 - f. individuals of limited literacy as determined by the State.
 - 4. Additional Benchmarks. A State may develop and identify additional benchmarks for individuals with multiple barriers to employment, which may include older workers.
- D. Role of the Secretaries --- Benchmarks. States develop their own goals and benchmarks, however the Secretaries of Education and Labor are required to provide technical assistance to States that request such assistance.
- 1. Model Benchmarks. As part of such technical assistance, the Secretaries are authorized to establish model benchmarks (with the assistance of States, Business and others). States do not have to take into account such model benchmarks (if any) in development of their benchmarks to be eligible for receipt of block grant funding.
 - 2. Incentive Grants/Sanction.
 - a. Incentives. The Secretaries are authorized to provide States that have met or exceeded their State benchmarks with incentive grants.
 - b. Sanctions. The Secretaries may sanction a State (by up to 10% of their total State allotment) for failure to meet their State-determined benchmarks for three consecutive years.
 - 3. Evaluations/Reports. States are required to evaluate their progress toward meeting their goals and benchmarks, and are required to annually report to the Secretaries on such performance.

IV. STATE ROLE

- A. Collaborative Process. The Governor, through a collaborative process, will bring together representatives of business, education, locally-elected officials, representatives of employees (representatives of labor is an outstanding Members' issue), parents, representatives of education (including community colleges), representatives of the State legislature, key State agency heads, and others -- to develop the State plan.
- B. State Plan. In order to receive block grant funds, States are required to develop a single State plan for the Statewide system. The issue of "plan approval" by the Secretaries is still outstanding for Members' determination.
1. The Governor -- through the collaborative process -- develops, submits, and has final authority over the State plan. However, the State agency with responsibility for vocational education, and the State agency with responsibility for adult education and literacy (in accordance with State law) have final authority over those portions of the plan dealing with vocational education and adult education and literacy, respectively.
 2. To encourage cooperation in development of the State plan, States are eligible for national incentive grants only if they have the sign off of the Governor, and of those agencies responsible for vocational education and adult education and literacy for the entire State plan.
 3. Language is retained from the House and Senate bills which clarifies that nothing in this Act shall supersede or negate State law in terms of who has final authority over programs established under the block grant.
 4. The following State responsibilities are carried out through the collaborative process, as part of the State planning process:
 - a. identification of State goals and State benchmarks;
 - b. a determination of how flex account funds will be allocated between the four activities (vocational education, at-risk youth, employment and training, and adult education);
 - c. designation of local workforce development areas;
 - d. development of criteria for appointment of local workforce development boards;
 - e. development of criteria for the Statewide one-stop career center system;
 - d. a determination of how the State will utilize labor market information;
 5. The State plan must be published by the State, and made available for public comment.

V. IDENTIFICATION OF ELIGIBLE TRAINING PROVIDERS

To encourage informed consumer choice in the attainment of training services, each State must identify eligible providers of training services for participation in the Employment and Training program. A list of such eligible training providers, identified in consultation with local workforce development boards, will be provided through the one-stop career centers to individuals participating in the employment and training system, along with performance-based information on such programs.

- A. Automatic Eligibility. Programs that are eligible to participate in title IV programs of the Higher Education Act, and lead to a degree or a one-year certificate, are automatically eligible to participate. Such programs are not required in statute, to provide performance-based information to the State.
- B. Alternative Eligibility. States are required to establish an alternate eligibility process for other training programs, based on performance-based information requested of training providers desiring to participate in the employment and training system. Such performance information is also to be provided to consumers, through the one-stop career center system.
 - 1. Required performance information (for alternative eligibility) includes:
 - a. program completion rates for participants;
 - b. the percentage of participants obtaining employment in an occupation related to the program conducted;
 - c. where appropriate, the rates of licensure of graduates of the program; and
 - d. where appropriate, the percentages of participants who demonstrate significant gains in literacy and basic skills.
 - 2. Additional Information. The state may ask for additional performance-based information as part of their alternative eligibility process, which may include:
 - a. the adequacy of space, staff, equipment, instructional materials, and student support services offered by the provider;
 - b. earnings of participants completing the program;
 - c. the percentage of graduates of the program who obtain industry recognized occupational skills in the subject, occupation, or industry for which training is provided; and
 - d. such other information as determined necessary by the Governor.

VI. LOCAL ROLE

- A. Local Workforce Development Boards. Local workforce development boards are required to be established in each local workforce development area. Such boards are appointed by the chief elected official or officials in the local area, based on criteria established in the State plan (through the collaborative process).
- B. Certification/Decertification. The Governor is authorized to annually certify the local board. The Governor may decertify a local board for fraud or criminal activity. In the case of decertification, the Governor may reconstitute the board in consultation with the chief local elected official.
- C. Local Board Composition. Local boards must be comprised of:
 - 1. a majority business, from nominations from local business and trade associations;
 - 2. representatives of education, including local secondary schools, postsecondary education institutions (including community colleges), and adult education providers, where such entities exist; and
 - 3. representatives of employees (and labor organizations is outstanding for Members' determination).

- D. Additional Members may include: individuals with disabilities; parents, veterans; and community-based organizations.
- E. Functions of Local Workforce Boards:
 - 1. development of local plan;
 - 2. designation of one-stop and at-risk youth providers;
 - 3. oversight over the one-stop (local employment and training) system, and the local at-risk youth system;
 - 4. working with the State to identify local training providers.
- F. Negotiations: The local workforce boards and the Governor shall enter into negotiation and agree on the following:
 - 1. local benchmarks; and
 - 2. local one-stop delivery of Services (designation of providers and oversight).
- G. Role of Locally-elected Officials:
 - 1. Appointment of members of the local workforce board (based on State criteria for such appointment);
 - 2. The local board is required to consult with the chief elected official in development of the local plan, and the chief elected official and other local officials are given the opportunity for review and comment on the plan, and to submit dissenting views/comments with the plan to the Governor.
 - 3. In the local plan, the board is required to describe how it will obtain the continued input of the chief elected official in carrying out its duties.

VII. USES OF FUNDS

- A. VOCATIONAL EDUCATION
 - 1. Statewide Distribution

State Reserve:	11%
State Administration:	4%
Local Distributed Funds:	85%
 - 2. Substate Formula: The House has agreed to have a federally prescribed substate formula for distribution of funds to local areas. The exact formula is a Member's issue.
 - 3. State Uses of Funds may include: Program assessment; support for tech-prep; support for vocational education programs for single parents, displaced homemakers, and single pregnant women; corrections vocational education; professional development; leadership and instructional programs in technology education; support for cooperative education; support for family and consumer science programs; support for vocational student organizations; support for programs offering experience and understanding in all aspects of the industry.
 - 4. Required Local Uses of Funds: Funds shall be used to provide vocational education activities that include:
 - a. the integration of:
 - 1. academic and vocational education;
 - 2. classroom and worksite learning; and

3. secondary and postsecondary education, including tech-prep programs;
 - b. career guidance and counseling;
 - c. are of such size, scope, and quality as to be effective;
 - d. improving and expanding access to quality, state-of-the-art vocational education activities;
 - e. providing professional development; and
 - f. involvement of business and parents in the design and implementation of vocational education activities.
- B. At-Risk Youth:
1. State, Administrative, and Local Reserves -- still outstanding for Members' determination
 2. Local Allocation of Funds: a State-determined formula.
 3. Required Program Elements (Uses of Funds):
 - a. strong linkages between academic, occupational, and worksite learning;
 - b. provide postsecondary educational opportunities, where appropriate;
 - c. involve business and parents in the design and implementation of programs;
 - d. provide adult mentoring;
 - e. provide career guidance and counseling; and
 - f. are of such size, scope, and quality as to be effective.
 4. Additional Program Elements (Uses of Funds):
 - a. tutoring, study skills, training and instruction leading to completion of high school, including drop-out prevention strategies;
 - b. alternative high school services;
 - c. paid and unpaid work experience, including summer employment opportunities, which are directly linked to academic, occupational, and worksite learning; and
 - d. training-related supportive services.
- C. Employment and Training:
1. Statewide Distribution

Governors' reserve:	20%
State admin - not more than	5%
Locally distributed funds:	75%
 2. Substate Formula: Local funds are allocated to local workforce development areas by a State-determined formula (developed by the Governor), taking into account -- unemployment, poverty, adult populations, and other appropriate factors. Such formula must distribute funds equitably, and must not disproportionately weigh any of the factors.
 3. Required State Uses of Funds: Rapid Response and Labor Market information.
 4. Permissible State Use of Funds: Included State economic development activities (incumbent worker training).

5. Required Local Use of Funds: One-stop career center services (including core services) and training.
6. Eligibility for Training: Individuals who are unable to obtain employment through the core services and who after an interview, evaluation or assessment, and counseling and have been determined to be in need of training services, may receive training.
7. Training services may include:
 - a. occupational skills training;
 - b. on-the-job training;
 - c. skills upgrading and retraining for persons not in the workforce; and
 - d. basic skills training when in combination with services provided under paragraphs (1), (2), or (3)
8. Supportive Services and Follow up: An allowable use of funds is the provision of supportive services to individuals who without such services would be unable to participate in employment and training services. Such services would be unable to participate in employment and training services. Such services may include needs-based payments to individuals who are either not eligible for, or who have exhausted U.I., and who have enrolled in training by the 8th week of their original receipt of U.I. Exception. Funds under the block grant are to be used for supportive services, only the extend that funds dedicated specifically for those purposes (i.e., the child care block grant) are not available.

D. Adult Education and Literacy:

1. Statewide Distribution:
 - a. State Reserves - still outstanding for Members' determination.
 - b. State Administration - Not more than 5 percent of \$50,000
 - c. Locally distributed funds - (competitive grants) - 85 percent
2. Substate Formula: Local funds are to be distributed on a competitive basis to eligible entities or a consortia of such entities. Direct and Equitable access is to be given to all eligible entities.
3. State Use of Funds: States may use not more than 10 percent of their funds for professional development, technical assistance to eligible entities; technology assistance to local services providers; the support of regional networks of literacy resource centers, monitoring and evaluating the quality of services and activities.
4. Local Uses of Funds: Funds can be used for adult education programs; English literacy services and family literacy services as defined under this act.
5. State Match: States are required to spend, from non-Federal funds, an amount equal to 25 percent of the State's initial and additional allotments for adult education and family literacy services.
6. National Institute for Literacy: Authorizes the National Institute for Literacy and sets forth its operating procedures, duties and activities.

VIII INSTITUTE OF MUSEUM AND LIBRARY SERVICES

- A. Authorization: \$150 million for libraries for 1997 and such sums for 1998-2002, \$28.7 million for museums for 1997 and such sums for 1998-2002.
- B. Consolidation of Federal Library Programs and Institute of Museum Services: Conference Report consolidates several Federal library programs under the Library Services and Construction Act, the Elementary and Secondary Education Act, and Title II of the High Education Act into a new Institute of Museum and Library Services. In addition, the functions of the current institute of Museum Services are consolidated into the new Institute of Museum and Library Services.
- C. Narrower Focus of Institute of Museum and Library Services: The consolidation will bring a narrower focus to the Federal role in libraries and museums. The Conference Report provides electronic linkage among and between libraries and one stop/integrated career centers; provides access to information at libraries through international electronic networks such as the Internet; and targets library services to people with special needs, such as those with disabilities or limited literacy skills.
- D. Director, Deputy Directors and Governing Boards: The institute will have a director, and separate governing boards for libraries and museums.
- E. Libraries - Distribution of Funds: At the national level, 1.5% would be allocated for Indian tribes, 3% for administrative expenses, and 4% for National Leadership Competitive Grants for fostering innovative approaches to delivering library services. The remaining 91.5% would go to the States under a two-part formula grant. Under the formula grants, all States would get the same initial allocation (subject to members' decision on state minimum allocation), and then a second allocation based on population. House is at \$200,000 on state minimum allocations. Senate is at \$400,000. Latest House offer was \$300,000. Once the State receives the library grant, they then have broad flexibility in allocating the money among libraries (according to a State plan) in the state for two purposes: (1) establishing electronic linkages among or between libraries and one stop/career center systems and service providers; and (2) targeting library and information services to low income individuals.
- F. Museum - Distribution of Funds: Not more than 10% of funds can be used at the National level for administrative expenses. The remainder is distributed by way of grants and cooperative agreements with museums throughout the country as under current law.

MEMORANDUM

Condensed / Excerpts
Sample of
Final Report

TO: Legislative Update List
FROM: Susan Lehr, Legislative Liaison
SUBJECT: Legislative Update #96-12-H

1996 Florida Legislative Session- Final Report	Page
* Proviso Summary.....	2
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DATE: May 30, 1996

INTRODUCTION

This is the final report on the 1996 Legislative Session. I have tried to summarize the various areas of interest/impact on the college according to subject, so you may easily find those items of interest to your activity. Please note I have included information on K-12 as there are areas of new law that impact the College either directly or indirectly.

Please note that the Governor may still veto some of these bills-as he has 7 days from the time of official receipt of a bill from the Clerk's Office, to either sign, veto or allow a bill to become law without his signature. He has until June 7 to line-item veto items in the budget. He has line-item veto only on the Appropriations bill. I will notify you if any of the bills or appropriations listed in this report are vetoed.

There are many bills that passed which have some minor impact on the College; I will forward that list to our General Counsel, Steve Robbins. This is a list of bills affecting various chapters of law. If you would like a copy, please call Jackie Davis.

EDUCATION FUNDING -- GENERAL: Education received the biggest percent of general revenue increase in more than 6 years. There was a total of \$800 million NEW dollars for education. In K-12 materials and supplies were fully funded at the requested level. \$100 million was designated for reducing class size in early grades. \$30 million was allocated for incentives to reduce the need for remediation. There was a lottery reform bill which establishes scholarships for students graduating with a 3.0 GPA after 1996.

Community Colleges received the highest level of funding since the recession/lottery occurred in 1988. Colleges received a 7.6% increase or approximately \$51 million new dollars. Additionally, the projected increase in tuition fees authorized by the Legislature will generate \$14 million for the system.

WE ALL NEED TO THANK OUR LEGISLATORS FOR EDUCATION FUNDING !

PERFORMANCE BASED BUDGETING PROVISIO (HB 2715) - Estimate \$947,926

1. Community Colleges are paid for the following:
 - a) AA Degrees -- 1 point
 - b) AS Degrees -- 1 point
 - c) Certificates -- 1/2 pointThis is distributed from a \$5 million pot on a pro-rata share for the 1995-96 academic year.
2. From those counted in the above categories, additional funds are distributed from a \$5 million pot on a

pro-rata share for the 1995-96 academic year based on whether or not the student met the following criteria (students may be counted in more than one category) -- one point each:

- a) required remediation based on CPT one point for each subject
- b) economically disadvantaged
- c) disabled
- d) ENS or ESL
- e) passed a state licensure exam
- f) placed in a job

3. From those counted in the above categories, additional funds are distributed from a \$2 million pot on a pro-rata share for the 1995-96 academic year for AA degree completers who graduated with fewer than 72 total attempted hours. In calculating the attempted hours, the following courses would be included:

- a) Any course which a student enrolls in at a Florida public college or university and which is not a remedial level course, would count as attempted credit hours;
- b) Any credit hours accepted by the college as transfer credit toward a degree from a Florida private college or university or an out-of-state college or university would be counted as an attempted credit;
- c) Any Advance Placement, dual enrollment, International Baccalaureate, CLEP, departmental credit, or life experience credit which is counted toward the AA degree;
- d) All credit hours over 12 hours of "English for Non-Speakers (ENS)" or any ENS hours counted toward the degree.

Appropriations Summary 1996-1997

1995-96 Assigned FTE was 18,874 1996-97 FCCJ New Assigned FTE is 19,076

*INDICATES ESTIMATED FIGURE

ISSUE

1995-96 Allocation	1996-97 Allocation	Amount Change	Percent Change
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General Revenue (FCCJ)

\$47,244,865	\$48,904,957	\$1,660,092	3.5%
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This includes "equalization" \$718,266, "cost of new facilities" \$302,242, and "quality enhancements" \$639,584 all of which are now in our base.

Lottery (FCCJ)

\$11,302,174	11,781,992	479,818	4.25%
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CATEGORICALS ALLOCATED TO COLLEGES IN THE BASE

Child Care

\$ 78,577	- 0 -	(78,577)	-100%
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Disabled Student Aids**

\$ 55,770	104,213*	48,443	87%
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Database-Maintenance

New-goes into base	206,934	NEW	NEW
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Performance Incentive

New	947,926*	NEW	NEW
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\$58,681,386

\$61,946,022

\$3,264,636

5.6%

** Formula based upon amount of prior year auxiliary aid expenditures, number of disabled students and number of degree completers.

STUDENT FEES 7% INCREASE AUTHORIZED

The Legislature authorized a 7% increase in fees which would bring the community college system fees into compliance with Florida law which requires students to pay 25% of the cost of their education. If the FCCJ Board of Trustees were to authorize the 7% fee increase, approximately \$1,000,000 would be generated.

PECO - Capital Outlay for FCCJ

Construction Projects

Nassau County Center partial (P.C.)	\$ 600,000
Gen runs/rem, VAC energy mgt says, dredging @ pier GC, ADA	1,527,139
rem./runs L.C. & Electronic Clsrms -Kent	556,793
Rem./runs Deerwood Center partial	2,691,286
Rem./runs Engineer Lab & TV Studio- DTC partial	66,545
Land & facilities acquisition - Deerwood Ctr partial (s,p,c)	400,000
Parking Garage - Kent Partial (p)	<u>452,470</u>
Sub-Total	\$6,294,233
<u>Sum of Digits</u>	
PECO Allocation for FCCJ	\$ 783,584

These funds are from the cash (non-bonded dollars) off the top of PECO. It is distributed to a total of 97 entities by an elaborate formula that includes all 67 school districts. Fire and safety was a categorical that was dropped and folded into the total base for PECO projects.

PECO SUMMARY

	<u>1995-96</u>	<u>1996-97</u>	<u>Amount Change</u>	<u>Percent Change</u>
Construction	\$5,004,689	\$6,294,233	\$1,289,544	26%
Digits	<u>1,005,914</u>	<u>783,584</u>	<u>(-) 222,330</u>	(-)22%
	\$6,010,603	\$7,077,817	\$1,067,214	18%

INTERIM PROJECTS/STUDIES FOR SUMMER 1996

1. House Higher Education Committee

The Committee discussed potential study areas for this summer, including:

- * adult education
- * the applicability to disabled students of the full-time student requirement for state financial aid
- * oversight of the Florida Distance Learning Network
- * the main-streaming of private career schools
- * data bases of the future
- * alternative PECO (Public Education Capital Outlay) sources.

2. Apprenticeship Programs - Auditor General (Proviso)

"The Office of the Auditor General is requested to review apprenticeship and other on-the-job training programs, including cooperative education offered by each school district and community

college. The review should include, but not be limited to: hours reported for FTE funding and identification of the actual expenditure of funds generated by FTE students. This review shall identify the number of hours of actual instruction provided by each school district or community college and should identify the number of hours of actual instruction provided by employers for each apprenticeship and on-the-job training program."

3. **Adult Education by Auditor General (Proviso)**

"The Office of the Auditor General is requested to review student attendance in adult education programs to determine if the periodic student count procedure used for k-12 students is adequate to document student attendance in adult education programs to generate FEFP funding." Though this proviso does not specifically speak to community colleges, it is assumed that colleges will be included since half of the state's adult education is offered by community colleges.

4. **Postsecondary Education Planning Commission Program Reviews and Studies (188)**

a) Study: Financial Assistance/Tuition Programs

b) Develop Plan: Merit-based scholarship program funded by lottery

c) Review: State-funded initiatives at Historically Black Colleges

d) Review and Evaluation: Accountability Plans and Reports

Date: November 1, 1996

Review and evaluate the accountability plans and reports of postsecondary institutions and assess the degree to which institutional and system goals relate to state priorities.

e) Study: Degree Acceleration Mechanisms (AP, Dual Enrollment, etc.)

Date: February 1, 1997

Study the effectiveness of advanced placement, dual enrollment, and international baccalaureate instruction and address factors such as cost, average number of hours earned, and impact on time to degree.

f) Review: Articulation, Common Course Numbering, Leveling

Date: February 1, 1997

Review on the implementation status of articulation, common course numbering system, development of common pre-requisites, course leveling and the extent to which at least half of the course work for any BA degree is offered at the lower division.

g) Develop: Enrollment Projection Model

h) Recommended: Allocation Procedure and Formula-Need Based Aid

Date: January 1, 1997

Recommend an allocation procedure and formula for all institutions participating in the state student assistance grant program.

i) Study: Expanded Use of Technology and Distance Learning

Date: February 1, 1997 (Preliminary Reports/Recommendations)

April 1, 1997 (Additional findings and Recommendations)

1) Examine the awarding of credit for technologically delivered instruction, the feasibility of granting postsecondary degrees when courses or programs of study are offered via technology or through other alternative means and the potential for a virtual degree granting instruction.

2) Examine issues surrounding the FTE funding methodology of the sectors and the tuition and fee structures for students enrolled in courses and programs using alternative delivery methods and recommend fiscal policies which clearly describe how funding and services will be processed for students enrolled in distance learning courses and programs. Such policies should include provisions for shared funding among the institutions involved in instruction which crosses conventional service areas and basic student support and library services to be provided to remote students.

4) Examine the policy and fiscal implications of providing access to information

and technological capabilities including an analysis of the impact upon library resources and recommended policies which will ensure a minimal level of universal access to information and technological resources for all citizens.

- 5) Compare existing state technological initiatives with those present in the private sector to determine if unnecessary duplication exists and make recommendations concerning the potential for partnerships with industry that could be economically beneficial for the state. The recommendations and analysis should also include a survey of the High technology and information industry to ascertain which of the newest technologies provides the greatest potential utility for adoption by the state.

5. Senate Higher Education Committee – Summer Work Schedule

- a) Performance Based Budgeting - continue work
- b) Student Access
- c) Common Course Numbering System
- d) Foreign Language - Excess Hours
- e) Financial Aid
- f) Distance Learning

LEGISLATION THAT PASSED

Workforce (HB 1883 & 2067)

- * Provides goals and principles. Provides for the workforce development strategy designed by the Jobs and Education Partnership, to be centered around the four integrated strategic components of: 1. One Stop Career Centers,
 - 1. One Stop Career Centers
 - 2. School to Work,
 - 3. Welfare to Work,
 - 4. High Skills/High Wages Jobs.
- * Established the Regional Workforce Development Boards. Boards to be established in each designated service delivery area, appointed by chief elected official or designee. Board membership to include 51% chief executives from private sector; no less than 15% membership from organized labor and community based organizations; representatives of educational agencies, including presidents of community colleges, superintendents of school districts, licensed private schools conducting programs on the Occupational Forecasting list (one degree granting and one certificate or diploma granting); economic development agencies; public assistance agencies; and public employment service.
- * Provides for responsibilities of regional boards to include:
 - 1. reviewing, approving, ratifying JTPA plan.
 - 2. designating fiscal agent and administrative entity.
 - 3. completing assurances for charter process.
- * Provides for the regional board to designate all local service providers, which cannot be transferred to a third party. Provides that the board cannot be a direct provider of services.
- * Creates the "Untried Worker Act"
- * Amends membership of Jobs and Education Partnership to include the Secretaries of DLES, HRS, Elderly Affairs, and the Executive Director of the State Board of Community Colleges. Also includes labor representatives as no more than 14% of the membership; at least one representative of the regional board; and two representatives of private schools, one of whom to be recommended by the Florida Association of Postsecondary Schools and Colleges. Fifty percent of the members of JEP are to be appointed from members of regional boards.
- * Requires that 90% of the funding covered by the workforce development strategy go into direct customer service costs.

- * Designates the JEP as the Human Resource Investment Council.
- * Allows for carry forward of funds for performance incentive funding.
- * Provides for the Department of Management Services to coordinate a plan for a One Stop Career Center Electronic Network.
- * Provides for regional workforce boards and public assistance boards to be consolidated, or to collaboratively coordinate the local services and activities provided by and through each of these boards and their providers.

Welfare Reform (SB 1662 - WAGES)

- * This bill creates the "Work and Gain Economic Self-Sufficiency (WAGES) Act."
- * Creates WAGES program State Board of Directors, including Commissioner of Education, Secretaries of HRS/LES/Community Affairs/Commerce, President of JEP, and nine others.
- * **Requires Board of Directors to submit state plan in consultation with JEP.**
- * Creates local WAGES coalitions. **Boundaries to conform to boundaries of the service area for JEP regional boards. Local delivery of services to be coordinated with services and activities of regional workforce board.**
- * Creates local WAGES board with 11 members, half from business, and including representatives of entities that provide funding for employment, education, training and social service programs in the service area. Education board members not allowed to serve.
- * **Allows WAGES board and regional workforce board to be combined into one board if membership is consistent with both laws.**
- * Local HRS and DLES to provide staff support for WAGES coalitions.
- * Jobs and Benefits offices of DLES are to function as one-stop centers to deliver services to WAGES participants. Public employment offices and **one-stop centers approved by JEP regional board may function as a jobs and benefits office.**
- * Limits assistance to no more than 24 months in any consecutive 60 month period, and not more than a lifetime cumulative total of 48 months as an adult.
- * **Allows vocational education or training** to be an activity that satisfies the work requirements of WAGES. Limits vocational education as a primary program activity to 12 months, and no more than 20 percent of the adult participants, or other restrictions of federal law. Excludes vocational education if it is included as part of a program leading to a high school diploma. Limits payments to training for targeted occupations or occupations identified by JEP.
- * Creates a transitional education and training category. Participants may qualify for up to 2 years of additional support services, including child care.
- * Deletes "voluntary" nature of Performance Based Incentive Funding (PBIF).
- * Allows Governor to delay implementation of the act, or sections of the act, in order to provide HRS with time necessary to prepare to implement new programs. **The Governor must inform the Speaker and President of intent to implement provisions of the act, or they stand as prior to act. The act takes effect upon certification by the Governor that the US Congress has enacted federal block grant welfare reform legislation.**

Voter Registration (SB 2008)

This bill originally would have designated community colleges (among others) as "qualifying educational institutions" that are considered to be voter registration agencies which must offer students the opportunity to register each time they enroll, register, change their address, or pay for classes, by telephone or other electronic means. Colleges would also have been encouraged to provide voter registration services at other times, such as at application for financial aid, issuance of students ID's, and new student orientation. Colleges would have been required to provide students with forms to request absentee ballots. No new funds would have been allocated to support these considerable new duties.

WORKFORCE FLORIDA ACT OF 1996, HB 1883, HB 2067 (Arnold/Betancourt)

Section 1. Short title; legislative intent

- Goals and principles include: upgrading skills, reducing duplication and administrative costs, local design, customer focus, market-driven, apprenticeship, outcome based, return on investment, incentives and penalties.
- Centered on 4 strategic components: One-Stop Career Centers, School-to-Work, Welfare-to-Work, and High Skills/High Wages (all defined).
- Charter process by Jobs and Education Partnership to establish Regional Workforce Development Boards and incentive systems.

Section 2. Regional Workforce Development Boards (RWDBs)

- RWDBs to be appointed in each service delivery area by county/city commissions or consortia, with 51% private sector executives and 15% organized labor/CBO.
- Other required members include, CEOs of public educational institutions, VR, Economic Development, public assistance, J&B, a CBO serving individuals with disabilities, a private educational degree-granting institution, and a private institution offering certificate programs list on the Occupational Forecasting Conference list.
- Duties of the RWDBs include: approving local JTPA plan, designating fiscal agent or administrative entity, and providing required assurances and oversight of administrative costs, duplication, etc.
- JEP to design training program for RWDB members by January 1, 1997.
- "The RWDBs shall designate all local service providers and shall not transfer this authority to a third party. In order to exercise independent oversight, the RWDBs shall not be a direct provider of intake, assessment, eligibility determinations, or other direct provider services."

Section 3. Untried Worker Placement and Employment Incentive Act

- Pilot program in 5 specified counties to place welfare recipients in private sector jobs, with for-profit or not-for-profit agents eligible for incentive payments equaling less than 12 months of welfare benefits.
- Agents assume Unemployment and Workers Compensation liability for a probation period of up to 6 months, then earn incentive payment if employer continues employment for another six months. Bonus incentives for jobs with health care coverage. Agents selected by RWDBs.
- Safeguards against displacement, unequal wages and patterns of unsuccessful placements.

Section 4. Clarifies responsibilities of Occupational Forecasting Conference to cover the workforce development system and high skill/high wage jobs.

Section 5. Clarifies responsibilities of the Florida Education and Training Placement Information Program (FETPIP) to provide placement information for the workforce development system.

Section 6. Enterprise Florida Jobs and Education Partnership (amendments to Section 288.0475)

Adding new members to JEP, including Secretaries of DLES, HRS, DOEA, Executive Director of State Board of Community Colleges, a representative of a RWDB, two representatives from licensed, private postsecondary institution and any others required by JTPA to qualify as a HRIC.

- Requiring membership to reflect the geographic diversity of the state, with 50% of appointees being members of RWDBs.
- Authorizing JEP to create subcommittees including those needed for technical assistance or compliance with federal requirements, incorporating RWDB members.
- Deleting the Coordinating Group and former Human Resource Development Commission.
- Requiring financial disclosure by JEP members pursuant to state law.
- Requiring that 90% of the funds covered by JEP strategy go into direct customer service costs, with a portion of administrative funds used for performance evaluation.
- Designing JEP as the state's Human Resource Investment Council under federal JTPA law.

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- Authorizing JEP to establish incentive structure to reward positive outcomes for career preparation programs, including registered apprenticeship and work-based learning programs.
- Requiring establishment of uniform performance measures and standards.
- Tier one standards provide benchmarks for system wide outcomes, including employment in high wage/high skill occupations, job retention reduction in public assistance, and overall return on investment.
- Tier two standards focus on the four strategic components, including wage at placement made through One-Stop-Centers, completion of work-based programs for School-to-Work students, public assistance savings for Welfare-to-Work participants, and wage growth for High Wage/High Skills participants.
- Tier three measures consist of the operational and output measures used by agencies, including federal requirements.
- Regional differences including average wages and unemployment rates will govern establishment of local goals, e.g. target wages.

Section 7. Administration of responsibilities under the federal JTPA

- JEP is designated as the state's Human Resource Investment Council, replaces State Job Training Coordinating Council with the Jobs and Education Partnership

Section 8. Repeals Section 446.31, Florida Statutes [Human Resource Development Council]

Section 9. Dissolves the following boards, effective July 1, 1997.

- The Advisory Board on Constructive Youth Programs
- Education Success Incentive Council
- The Quick Response Advisory Committee

Section 10. Note: Renaissance pilot deleted

Section 11. One-Stop Career Centers

- Department of Management Services to coordinate plan for One-Stop Career Centers linked in an electronic network allowing uniform eligibility determinations and access to data bases maintained by Unemployment Compensation, Job Service, the HRS FLORIDA System, Workers Compensation, the DOE Student Financial Assistance System and enrollment in public postsecondary education
- Systems to be fully coordinated at state and local levels by July 1, 1999.

Section 12. Application of Act

- Act applies to the HRIC and RWDBs in existence on July 1, 1996.
- RWDBs "shall be reconstituted, if necessary, to meet the requirements of this Act."
- JEP shall review each charter prior to July 1, 1996 to assure compliance with [all] the provisions of this Act. [Note: JEP charter review process will require all RWDBs to be configured appropriately (e.g. CEOs, private education representatives, etc.) prior to chartering and effective date of Act, so that reconfiguration should not be necessary]

Section 13. "Designation of primary service providers shall not be made until the RWDBs have been re-constituted in compliance with this Act."

Section 14. In order to minimize disruption of service to the public, JEP will approve local transition plans and schedules as part of the chartering process.

Section 15. JEP and any state public assistance policy boards are required to coordinate local activities and may elect to consolidate into a single board if all federal and state membership requirements are met.

Section 16. This act shall take effect July 1, 1996.

Work Force '96: Preparation for the year 2000

Shifting educational priorities
for work force development and
economic growth in Florida

Florida Council for
College Services

Bruce M. Lohr
Legislative Counsel

Florida Community College at Jacksonville
100 W. State Street
Jacksonville, FL 32202
904.622.1200 FAX 904.622.1201
FAX 1-800-633-3331 TDD 904.622.1201

Florida's Priorities

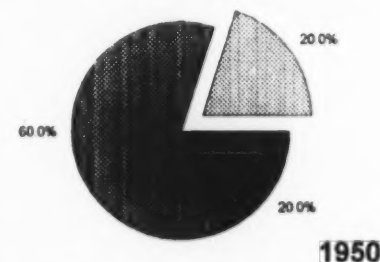
- Develop a world-competitive
work force
 - Reform the welfare system
 - Reduce crime
 - Reduce government costs

Work Force Training: a competitive strategy

The primary concern of a company
looking to relocate or expand in an
area is the availability — the quantity
and the quality — of the labor force.

— a senior executive of a
Fortune 500 company

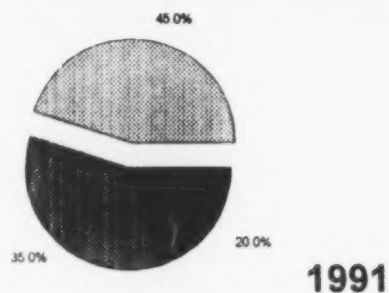
Employer's Needs Are Shifting U.S. Job Skill Level Changes



Unskilled Skilled Professional

5

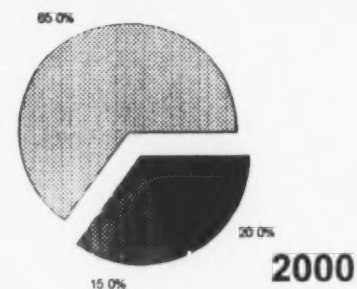
U. S. Job Skill Level Changes



■ Unskilled ■ Skilled ■ Professional

6

U. S. Job Skill Level Changes



■ Unskilled ■ Skilled ■ Professional

7

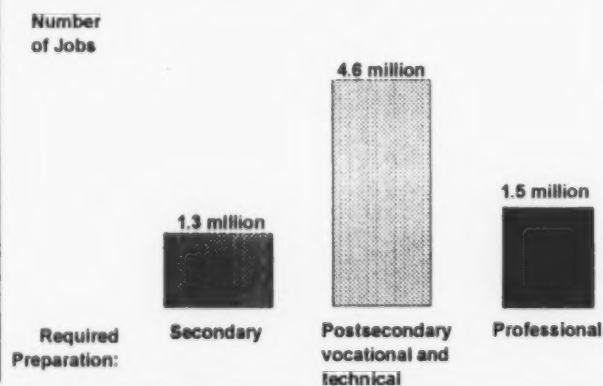
The Top 100 Fastest Growing Jobs

Preparation needed for entry-level work in Florida

- 33 require an associate in science degree
- 39 require less than a year of postsecondary training
- 13 require a bachelor's degree or higher
- 14 will accommodate unskilled workers
- 1 is unclassified

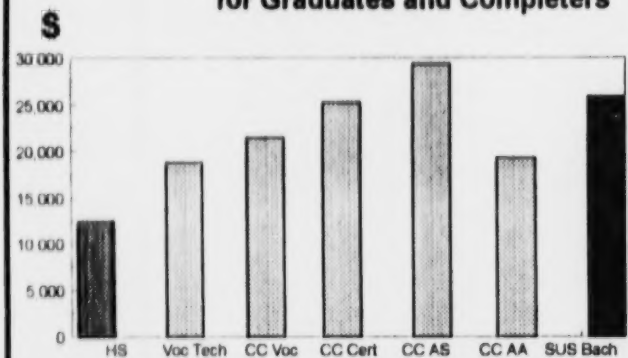
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Total Jobs in Florida: Year 2005



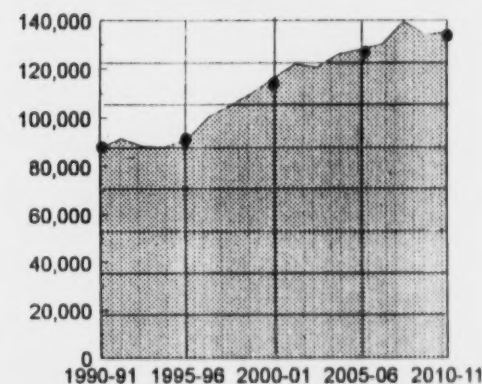
9

Banking on Training Annualized Earnings for Graduates and Completers



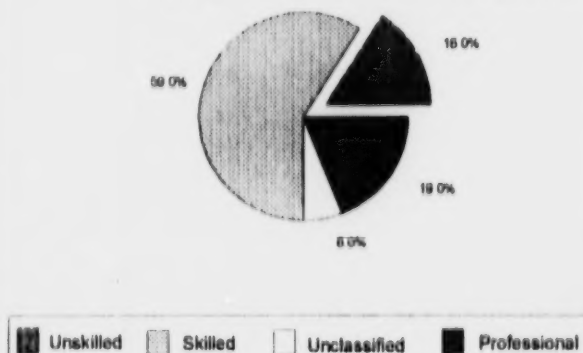
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Florida Public High-School Graduates (Projected)



11

Florida in 1992 and 2005 Required preparation for jobs



12

A Battle for Last Place Competition for Florida's unskilled jobs

- 92 percent of welfare recipients do not have a high school diploma.
- 42 percent of graduates who want to go to college are underprepared. (Need remediation)
- 50,000 released from jails and prisons each year, 70% no high school diploma
- About 25,000 students drop out of high school every year.
- Adult welfare case load in Florida 250,000

**At best, these individuals qualify for
16 percent of jobs in Florida**

13

Limited Choices

Dropouts and
unprepared
graduates

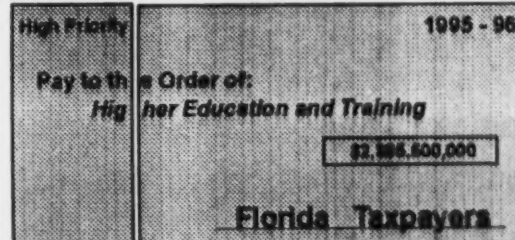
Options



A Need for Training

14

The Division of Florida's Higher Education Funds

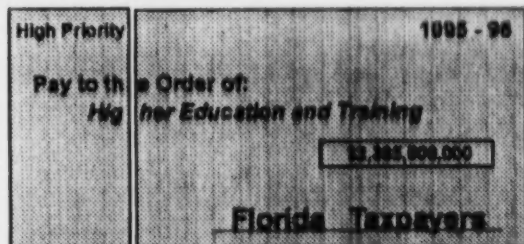


Community
Colleges: 28%
(\$671,200,000)

State University System: 72%
(\$1,714,300,000)

15

The Division of Florida's Higher Education Funds

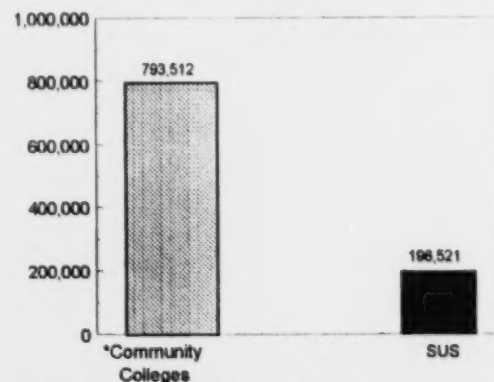


Community
Colleges: 28%
(61% of higher
education FTE)

State University System: 72%
(39% of higher education FTE)

16

Total Head Count Enrollment 1994-95



* This figure does not include recreational and leisure course enrollment

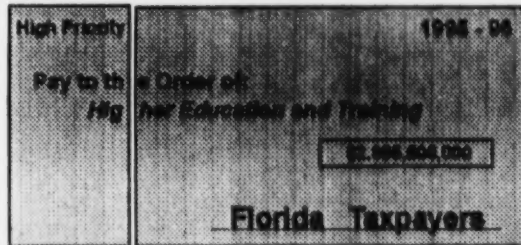
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17

The Division of Florida's Higher Education Funds

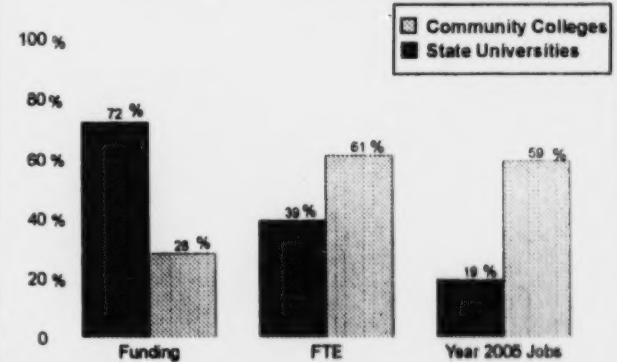


Community
Colleges: 28%
(For 59% of
Year 2005 Jobs)

State University System: 72%
(For 19% of Year 2005 Jobs)

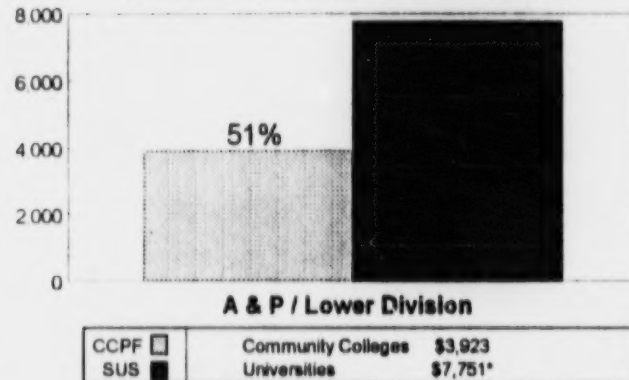
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Work Force Investment



19

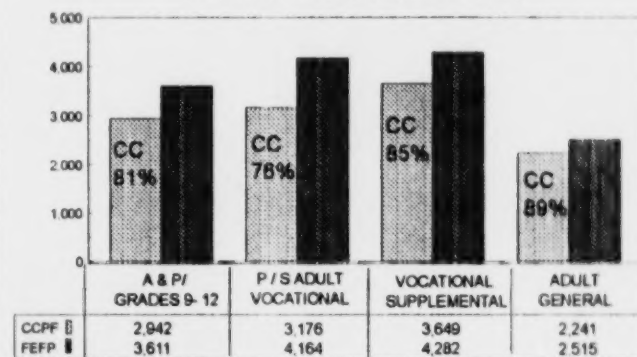
COMPARISON OF SUS AND COMMUNITY COLLEGES 1995 - 96 APPROPRIATIONS ACT FUNDING PER FTE (40 CREDIT HOURS)



*Excludes Research and Public Service of \$1,263

20

COMPARISON OF FEFP AND COMMUNITY COLLEGE PROGRAM FUND 1995-96 APPROPRIATIONS ACT FUNDING PER FTE (30 CREDIT HOURS)



CC PF - COMMUNITY COLLEGES
FEFP - K - 12

Sources:

Top 100 fastest growing jobs
and total job growth
projections, 1992 - 2005:

Florida Industry & Occupational Employment Projections 1992 - 2005
Florida Department of Labor and Employment Security, Bureau of Labor
Market Information.

Wages

1995 Florida Department of Labor Occupational Wage Survey.

*Wages

Florida Education Center Guide to Educational and Career Planning,
1995.

Entry-level training

Department of Education Vocational Program Course Standards
(Curriculum Frameworks). Matches training programs to associated
occupational codes or CIPs to determine entry level training requirements.

Training length and
reading levels:

For the purpose of comparing the length of time for training, the following
assumptions were made:

- A full-time student would attend training for 30 hours per week for a
certificate program
- Two years for an AS degree
- Four years for a bachelor's degree.

Training by System:

High School or Less

14 jobs are unskilled.

Community College or Vocational Tech

72 jobs require training between high school
and 2 years. Of these 72 jobs, 33 require an AS
and 39 require less than 1 year of training.

State University System

13 jobs require a BA or
above.

Performance Based Incentive Funding (PBIF) - High Wage, High Demand

39 out of a possible 40 PBIF jobs are taught at the community college or vocational tech level, 1 is unskilled.

Prepared by: Susan Lehr, Legislative Liaison, Florida Community College at Jacksonville, 904-632-3391, pager (904) 499-9664.
3/19/96

Educational Analysis of Florida's 100 Fastest Growing Occupations

Total New Jobs Growth 1992 - 2005

Rank	Job Title	Wages Min-Max	Entry-level Training	Minimum Training Length	Required Reading Level	Job Growth
1 •	<i>Home Health Aide</i>	4.25 - 13.00	PSAV Certificate	6 Weeks	<i>Eighth Grade</i>	26,812
2 •	Computer Engineer (Technician)	10.00 - 37.74	AS Degree/BA	2 Years	College	10,555
3 •	Systems Analyst (Technician)	8.00 - 36.54	AS Degree/BA	2 years	College	20,523
4 •	<i>Human Services Worker</i>		AS Degree/BA	2 Years	College	5,310
5 •	Physical, Corrective Therapy Assistant	5.00 - 15.54	AS Degree	2 Years Plus	College	3,578
6	Physical Therapist	10.00 - 40.00	Bachelors or Masters	4 to 6 Years Plus	College	5,208
7 •	Correction Officer and Jailer	7.00 - 21.64	PSAV/AS	14 Weeks to 2 Years	Ninth Grade	20,841
8 •	Personal Home Care Aide	4.25 - 13.00	PSAV Certificate	6 Weeks	Eighth Grade	2,970
9 •	Paralegal	8.00 - 27.47	AS Degree	2 Years	College	4,581
10 •	Medical Assistant	5.00 - 16.88	PSAV Certificate	44 Weeks	Tenth Grade	8,300
11	Teacher, Special Education	10.00 - 36.88	BA Degree Plus	4 Years Plus	College	13,351
12	Residential Counselor		BA Degree Plus	4 Years Plus	College	2,774
13 •	<i>Radiologic Technician</i>	7.50 - 22.90	AS Degree	2 Years Plus	College	2,566
14 •	Radiologic Technologist	7.50 - 22.90	AS Degree	2 Years Plus	College	5,121
15 •	Nursery Worker	4.25 - 12.00	PSAV Certificate	25 Weeks	Ninth Grade	4,743
16 •	Medical Records Technician	5.00 - 15.00	PSAV/AS	25 Weeks to 2 Years	Ninth Grade	3,082
17 •	Child Care Worker	4.25 - 12.00	PSAV Certificate	15 Weeks	Ninth Grade	28,764
18 •	Travel Agent	5.00 - 15.00	PSAV Certificate	15 Weeks	Ninth Grade	5,342
19	Taxi Driver and Chauffeur		Unskilled			3,728
20 •	Insurance Adjuster, Investigator	6.50 - 24.87	PSAV/AS	8 Weeks to 2 Years	Ninth Grade	4,218
21	Baker, Bread and Pastry	5.75 - 17.00	High School/PSAV Certificate	3-6 Credits to 30 weeks	Tenth Grade	3,412
22 •	Medicine and Health Service Manager	8.17 - 10.57*	AS Degree	2 Years	College	4,545
23	Social Worker, Medical/Psychiatric	5.00 - 25.00	BA Degree Plus	4 Years Plus	College	4,877
24	Teacher, Preschool/Kindergarten	4.50 - 27.89	BA Degree Plus	4 Years Plus	College	12,136
25 •	Offset Lithographic Press Setter/Operator	5.00 - 20.00	PSAV/AS	36 Weeks to 2 Years	Eighth Grade	2,224

LEGEND:

- **ENTRY** Level training at a community college or vocational tech level.
- All wage information came from the 1995 Florida Department of Labor Occupational Wage Survey except those indicated by an * which came from the Florida Education Center Guide to Educational and Career Planning 1995.
- Bold Italic** Occupation on Performance Based Incentive Funding (PBIF) list for 1995-96.
- Italic* May be on Performance Based Incentive Funding if demand & wages justify list by region.

FLORIDA WELFARE REFORM HIGHLIGHTS

THE W.A.G.E.S. PROGRAM

Work and Gain Economic Self-Sufficiency

Eliminates individual Entitlement to benefits. Requires work for wages instead of welfare. Tightens Child Support enforcement and Fraud Prevention requirements.

TIME LIMITS

- Lifetime limit of 48 months.
- Temporary assistance limited to 24 months, consecutive or cumulative, out of 60 months.
- Long-term welfare clients with poor job skills and little work experience may receive assistance for up to 36 months, consecutive or cumulative, out of 72 months, but 48-month lifetime limit.
- Hardship exemptions from time limit limited to 10% of caseload in first year, 15% in second year and 20% for third year and all future years.
- Hardship exemptions limited to 12 months total within 48-month lifetime limit.
- Minor children and elderly or disabled individuals are exempt from time limit.

WORK REQUIREMENTS

- At least 1 adult in each family must work maximum number of hours allowed under federal law, but cannot be required to work more than 40 hours per week.
- Limited exemptions from work requirement for minor children, elderly or disabled individuals and mothers with a child under age 3 months.
- People who don't comply with work requirements will receive immediate sanctions. In certain circumstances, children of noncompliant parents may have benefits continued through a protective payee.

VOCATIONAL EDUCATION / TRAINING

- Allows vocational education/training to be an activity that satisfies the work requirements of WAGES. Limits vocational education as a primary program activity to 12 months, and no more than 20 percent of the adult participants, or other restrictions of federal law. Excludes vocational education if it is included as part of a program leading to a H.S. diploma. Limits payments to training for targeted occupations or occupations identified by JEP.

CHILD CARE

- Subsidized child care will be available for WAGES program participants for up to 2 years after they earn their way off of temporary family assistance.
- Children of WAGES program participants and of working poor families receive child care priority as do abused or neglected children.

CHILD SUPPORT

- Requires cooperation with child support enforcement a condition of WAGES program eligibility.
- Toughens garnishment and paternity testing laws.

TEEN PREGNANCY PREVENTION and TEEN PARENT PROVISIONS

- Local WAGES Coalitions must create aggressive local programs to reduce teen pregnancy and out-of-wedlock births.
- Teen parents must live at home or with responsible adult to participate in WAGES. Benefits are paid to alternative payee rather than to teen.
- Teen parents must stay in school until they receive high school diploma or GED.

FRAUD PREVENTION

- Requires HRS to implement new automated fraud detection program.
- Gives enhanced fraud investigation authority to Audit General's Division of Public Assistance Fraud.

GOVERNANCE AND IMPLEMENTATION

- Creates business-dominated WAGES State Program Board and local WAGES coalitions to guide implementation.
- Provides for phased implementation with policies that save money being implemented before those that cost money.

SOME IMPORTANT CHARACTERISTICS AND SKILLS OF COMMUNITY LEADERS

Effective community leaders possess the following characteristics:

- They maintain strong determination, passion, and optimism for success.
- They maintain a thick skin to withstand external criticism and intrusive public scrutiny.
- They think both critically and creatively.
- They maintain a strong sense of community responsibility and trusteeship.
- They have the courage to take the initiative and assume risks.
- They act as both an energetic doer and an enthusiastic motivator of followers' efforts.
- They are flexible and tolerate ambiguity.
- They are patient and tenacious toward the cause.
- They are personally dependable, reliable, focused, and disciplined.
- They act with integrity and are personally ethical, honest, and fair.

Effective community leaders practice the following skills:

- They see and act on the big-picture vision.
- They listen well and are sensitive and empathetic to others.
- They communicate clearly and persuasively.
- They develop mutual trust, respect and a sense of teamwork.
- They plan, organize, and solve problems.
- They anticipate and respond to constant change, while acting to obtain positive change.
- They build consensus and resolve conflicts.
- They facilitate efficient use of resources, including time, followers, and finances.
- They become fully knowledgeable about issues and causes.